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ABSTRACT

Designed for elementary school teachers and administrators, this guide describes instructional activities for teaching students basic water safety and swimming skills. Objectives are outlined and lesson plans for beginners and more advanced learners are offered. Appendices include an activity chart, instructor evaluation form, time sheet, student record form, school evaluation report, and performance statistics form. (CB)

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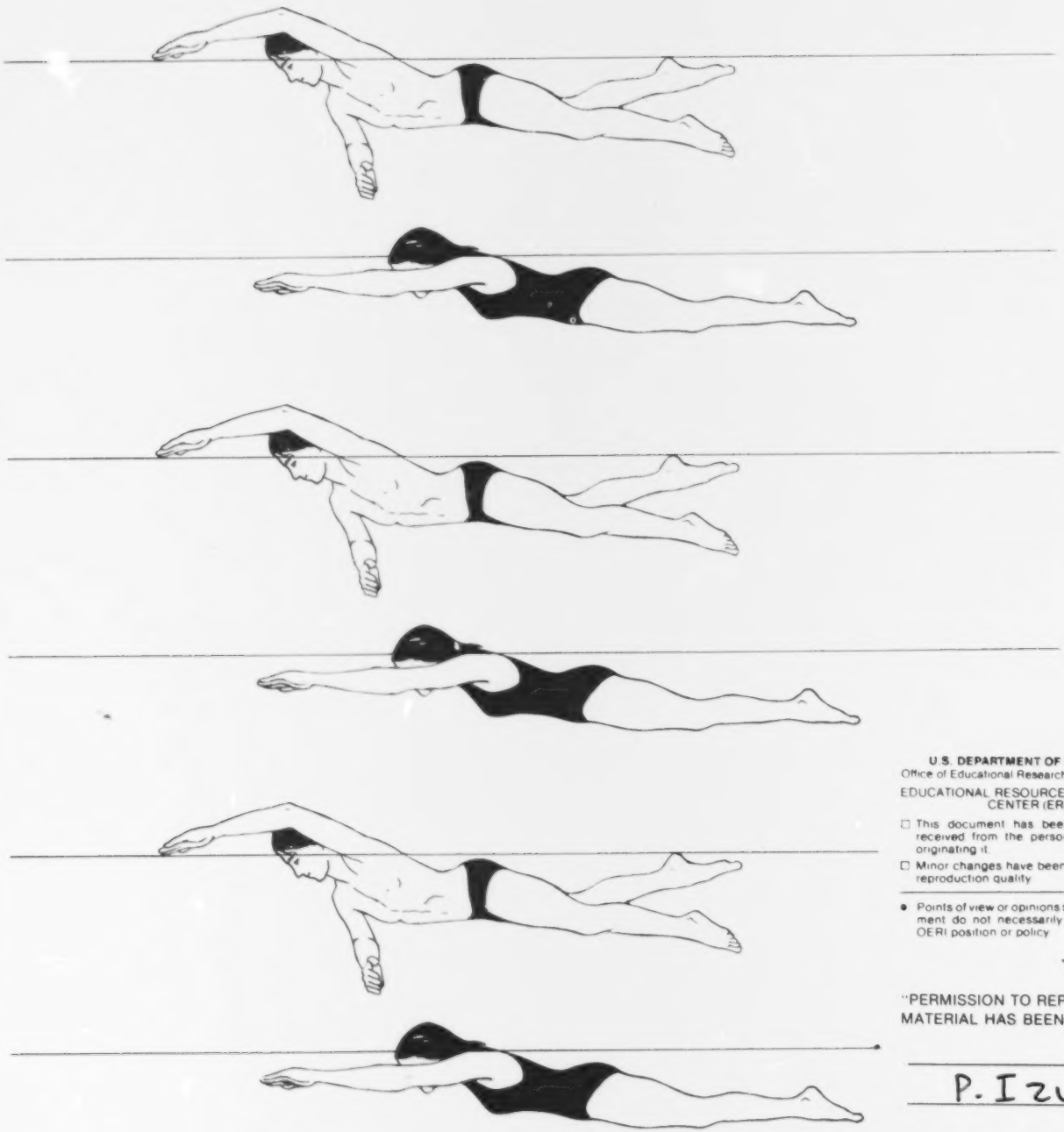

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Basic Water Safety/Learn to Swim Program for the Public Schools of Hawaii

Office of Instructional Services/General Education Branch • Department of Education • State of Hawaii
RS 86-0916 (Rev. of RS 85-9051) • December 1986

SP 029 490

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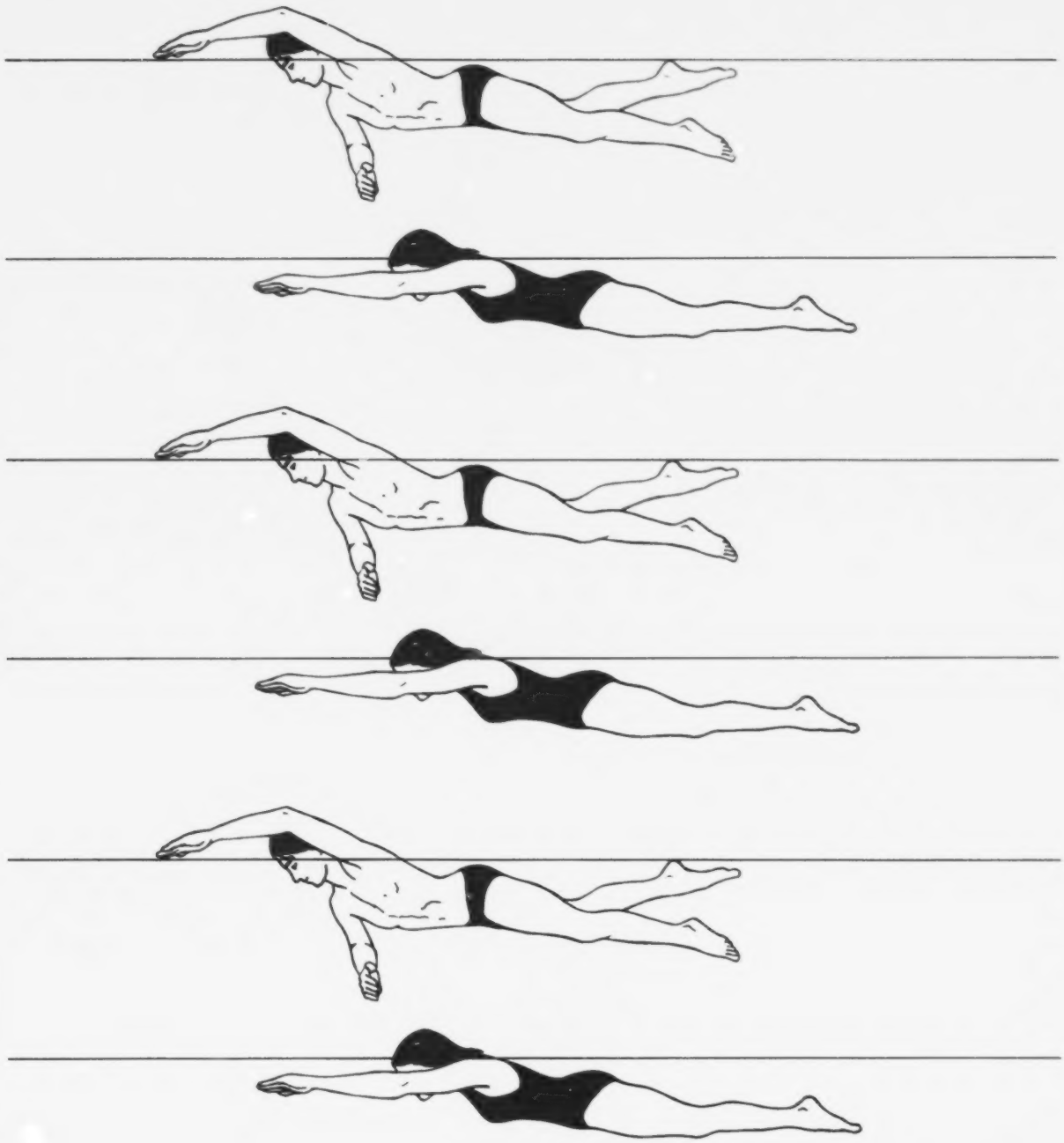

Basic Water Safety/Learn to Swim Program for the Public Schools of Hawaii

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FOREWORD

Although Hawaii is an island state, our people are inadequately prepared for water-related emergencies. At least thirty-three persons drown every year and hundreds have had to be rescued from near-shore waters. A study by the City and County of Honolulu, Parks and Recreation Department, found that 4,500 youngsters ages 7-14, or 70% of the tested group, were unable to swim 50 yards. Nationally, the American Red Cross reports that drowning is the second leading cause of accidental death for persons from ages 4 through 44, with an average of 7,000 drowning deaths annually.

Our children's appreciation and enjoyment of Hawaii's water environment are important, but also important is their safety. We seek to have them know the conditions for water safety, to identify ways to meet those conditions, and to learn some of the skills needed in the event of an accident. Toward these ends, this guide is provided to assist elementary school administrators and teachers, particularly at the fourth grade level, in planning and implementing appropriate instructional activities for students. The guide is part of the basic water safety/learn to swim component of the Physical Education Program.

Charles M. Hatanaka
SUPERINTENDENT

ACKNOWLEDGMENTS

The State Department of Education wishes to express its appreciation and gratitude to the pool managers of the City and County of Honolulu and the Hawaii State Chapter of the American Red Cross whose support and assistance helped make this Water Safety/Learn to Swim program guide possible.

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GOAL OF BASIC WATER SAFETY/ LEARN TO SWIM PROGRAM

The goal of the basic water safety/learn to swim program is to provide students, regardless of their swimming ability, with the knowledge, skills and attitudes necessary for safe enjoyment of the water.

This program also contributes toward the attainment of the following Foundation Program Objectives and Grade 6 Performance Expectations.

I. Develop basic skills for learning and effective communication with others

- Gives and responds to oral directions, descriptions, non-verbal messages, and common visual symbols.
- Ask questions necessary to gain assistance and/or information.
- Contributes to the completion of a prescribed group task through the use of group discussion.

II. Develop positive self-concept

- Describes personal experiences that contribute to feelings of self-worth.
- Demonstrates positive social skills in peer relationships.

III. Develop decision-making and problem-solving skills

- Asks appropriate questions to identify, clarify and state a problem.
- Gathers information to solve the problem.
- Identifies possible alternatives based on information gathered.

IV. Develop independence in learning

- Asks questions to gather information.

V. Develop physical and emotional health

- Executes body movements efficiently in physical activities.
- Participates in various physical activities with emphasis on physical fitness.

- Demonstrates respect and a sporting attitude by behaving in a fair and courteous manner.

- Describes possible hazards and observes safety precautions and rules to prevent accidents.

VI. Recognize and pursue career development as an integral part of personal growth and development

- Describes a personal strength and a personal weakness.

- Takes steps to overcome an identified personal weakness.

VII. Develop a continually growing philosophy such that reflects responsibility to self as well as others

- Explains the relationship between rules of conduct and one's responsibility to self and others.

- Recognizes different kinds of authority.

- Listens and respects the rights of others to differ in group discussions.

PROGRAM DESCRIPTION

CONTENT

The basic water safety/learn to swim program for beginners consists of ten (10) 60-minute lessons starting with physical and mental adjustment to the water and culminating with artificial respiration. These lessons serve as the basic foundation for water safety. Students who can pass Level I (Basic Water Safety/Learn to Swim for Beginners) and do not need further instruction at this level may be moved to Level II Basic Water Safety/Learn to Swim for Advanced Beginners (pg. 15). Students should be encouraged to continue their training in more advanced water safety programs as provided by the Department of Education, Department of Parks and Recreation, and other governmental and private agencies.

This guide contains:

- Safety rules and procedures (pg. 4);
- Guidelines for the teacher (pg. 5);
- Guidelines for water safety instructors (pg. 6);
- Suggested lesson plans for beginners program (pg. 8);
- Suggested lesson plans for advanced beginners program (pg. 15)
- Appendices:
  - Activities and Responsibilities Chart (Appendix I)
  - Instructor Evaluation Report (Appendix II)
  - Time Sheet (Appendix III)
  - Student Record (Appendix III-A)
  - School Evaluation Report (Appendix IV)
  - Performance Statistics (Appendix IV-A)

Schools are to forward completed copies of Appendices II, III, IV, and IV-A to their district offices.

SAFETY RULES AND PROCEDURES

- Never permit anyone to swim alone. Constant and responsible supervision is a must. No child should be left unattended in the pool area even for the length of time it takes to answer a telephone.
- Post emergency telephone numbers conspicuously.
- Show everyone the location of safety equipment and first aid kit.
- Explain emergency procedures and location of nearest telephone, medical facilities, fire station (for possible CPR assistance), restrooms and shade (for possible sun-sensitive students).
- Explain the limits of the area within which students will be swimming.
- Explain the pool rules to be enforced, i.e., no running, pushing, shoving or dunking of others and the reasons for the rules.
- Explain appropriate attire; swim suit (no cut offs), Tee shirts if students are sun-sensitive.
- Explain the buddy system. Assign buddies for buddy system. Students should be paired so that they are able to help each other.
- Explain the whistle system. One (1) blast attention, two (2) blasts buddy system, and three (3) blasts everyone out, no questions asked as this may be an emergency.

GUIDELINES FOR THE TEACHER

Preparation Activities:

- Distribute and collect student permission forms.
- Check students health records for allergies, heart conditions, recurrent health problems and sun-sensitivity, and make pool staff aware of these conditions.
- Check with instructors concerning specific operating procedures at the pool site.

In the classroom:

- Prepare students for pool experiences. Stress safety rules and procedures (see page 4).
- Help students develop a positive mind-set for the need to learn water safety techniques.
- Prior to each lesson, check students for surface wounds, colds, etc. and make pool staff aware of these conditions.

At the pool, assist instructors:

- Offer encouragement to students, provide positive comments for every step forward.
- Counsel and guide students who are afraid of being in the water.
- Act as safety lookout on deck (spotter).
- Supervise students who are not participating.
- Assist in evaluating and recording student progress.
- Keep student attendance.
- Keep time sheet for instructors. One (1) sheet per instructor.
- Check swimmers in and out of pool area. Make sure each student knows his/her buddy.

GUIDELINES FOR WATER SAFETY INSTRUCTORS

- Know the basic beginners swimming techniques well.
- Have required number of instructors present at all times. (One instructor per ten students is recommended; maximum is one instructor per 15 students.)
- Be prompt, start lessons on time.
- Utilize time at the pool efficiently. Students are there to learn and practice the techniques.
- Be firm, patient, and have control of the students. Do not force, threaten, or scare students.
- Respect the students.
- Create a positive, non-threatening learning environment. Learning water safety techniques is a serious matter.
- Be alert and aware of conditions in and around the pool at all times.
- Review water safety rules and procedures at pool site (see page 4).
- Review objectives for each session.
- Use proper teaching methods appropriate to the skill being taught and level of capability and emotional attitude of each student.
- Know when to teach in the water or from the deck.
- Demonstrate in the pool, if necessary, the particular skill being taught.
- Provide a progress report on each student.

BEGINNERS PROGRAM
OBJECTIVES

The objectives of the Beginners Program are to have students, upon successful completion of the program:

1. Hold their breath underwater for 10 seconds.
2. Breathe rhythmically 10 times.
3. Float in the prone position for 5 seconds and recover.
4. Glide in the prone position for 5 seconds and recover.
5. Maintain survival float (i.e. - drownproofing) for 1 minute.
6. Back glide for 5 seconds and recover.
7. Glide in the prone position with a kick for 5 seconds and recover.
8. Back glide with a kick for 5 seconds and recover.
9. Perform beginners stroke or crawl stroke for 15 yards.
10. Perform a combined stroke on back for 15 yards.
11. Change direction - front to back and back to front.
12. Jump into shallow water and swim 15 yards.
13. Jump into deep water, level, and swim 15 yards.
14. Perform the release of muscle cramp.
15. Demonstrate artificial resuscitation.

SUGGESTED LESSON PLANS FOR BEGINNERS PROGRAM

SESSION I. Orientation (at the school site)

A. Student objectives

- To learn the reasons for a water safety program.
- To learn safety rules.

B. Procedure

- Water Safety Instructor presentation/discussion.
- Set a positive tone. Present overview of water safety instruction that will take place at the pool. Have students identify water-related activities they participate in for recreation. Discuss what happens when a swimmer/non-swimmer finds him/herself in trouble in the water.
- Explain and discuss pool rules and safety procedures (see page 4).
- Set up and explain the "buddy system."

SESSION II. Adjustment to the Water; Buoyancy and Body Position

A. Student Objectives

- To hold breath, face fully submerged, not to exceed 10 seconds.
- To alternately inhale through the mouth above the surface and exhale through the mouth and nose with the face submerged. Students should be able to do this at least 10 times (while holding onto the side of the pool).
- To prone float and recover to a standing position.
- To prone glide.
- To back glide and recover to a standing position.

B. Procedure

- Have students take a normal breath, close the mouth, and slowly lower the head parallel to the water until at least the face and ears are submerged.
- Students take a normal breath, inhaling through the mouth as the face is turned to the side and exhaling underwater after the face is turned downward.

SESSION II. Adjustment to the Water; Buoyancy and Body Position (continued)

- Students stand in chest deep water, submerge until the shoulders are in the water, extend the arms to the front, take a breath and place the face in the water. They then give an easy push against the bottom of the pool into a prone float position.

- Students push off from the side of the pool, extend their hands over their heads and glide, keeping faces in the water.

- Students stand in chest deep water, submerge until the shoulders are in the water, gently lie back, with chin pointed up and arms extended. They then give an easy push against the bottom of the pool, in order to glide.

SESSION III. Survival Float

A. Student Objective

- To do a survival float for one (1) minute.

B. Procedure

- Resting position. Students start with the lungs filled with air, hold their breath and let the arms and legs dangle. Their faces are in the water, with the tops of their heads at the surface. The students rest and float in a near vertical position for a few seconds. The breath should not be held to the point where the students become uncomfortable.

- Preparing to exhale, while maintaining this body position, the students slowly lift their arms in front of their shoulders to shoulder height. The legs slowly separate into position for a modified scissors kick.

- Exhalation. Exhalation begins as the chin is being lifted toward the surface and ends when the mouth clears the water.

- Inhalation. As soon as their heads are vertical and their mouths are clear of the water, the students slowly sweep their hands away from each other and bring their legs together. The easy pressing actions of the arms and the legs keep the chin at the surface and allows time for air to be breathed in through the mouth.

SESSION III. Survival Float (continued)

- Return to the Resting Position. The students allow their arms and legs to move back slowly to their free dangling positions with their faces down in the water and their bodies nearly vertical. They then relax. The students rest in this position until ready to exhale and then repeat the cycle.

SESSION IV. Propulsion and Coordinated Stroking I

A. Student Objectives

- To prone glide with a flutter kick.
- To back glide with a flutter kick.
- To use the beginner stroke - arm stroke and breathing.
- To use the beginner stroke for 15 yards. (students must breathe periodically while swimming)

B. Procedure

- Students lie in the prone position, arms extended and alternately kick their legs up and down.
- Students stand in chest deep water, submerge until the shoulders are in the water, gently lie back with chin pointed up and arms extended. Students then give an easy push against the bottom of the pool and alternately kick their legs up and down.

SESSION V. Propulsion and Coordinated Stroking II

A. Student Objectives

- To crawl stroke - arm stroke and breathing.
- To do combined stroke on the back - 15 yards.
- To use the crawl stroke for 15 yards. (students must breathe periodically while swimming)

B. Procedure

- Students practice arm stroke and correct breathing while standing in chest deep water.

SESSION V. Propulsion and Coordinated Stroking II (continued)

- Students practice back glide with a flutter kick. From the glide position with the arms along the sides of the body, draw the finger tips up to the rib cage, extend the arms outward and push backward simultaneously toward the feet.

- Students push off into a prone position, add the flutter kick and then the arm stroke. The students raise their heads for a breath when necessary.

SESSION VI. Entries

A. Student Objectives

- To jump into shallow water, push off into a prone position and swim.

- To jump into deep water, level off and swim in the prone position.

- To jump into deep water, level off into the prone position, turn over, and swim the combined stroke on the back.

B. Procedure

- Students jump into shallow water, land on the bottom of the pool with bent knees, push off, extend arms and swim.

- Students jump into deep water, when the downward movement stops, the students lean forward, begin to kick and swim diagonally toward the surface.

- Students swim in the prone position, stop stroking and turn their head away from the extended arm. The head continues to turn followed by the body and the other arm turning in the same direction.

SESSION VII. Personal Safety Skills and Basic Rescue Techniques.

A. Student Objectives

- To change direction - front to back and back to front.

- To practice the release of a cramp.

- To practice reaching and extension rescues.

- To use a Personal Flotation Device (PFD).

SESSION VII. Personal Safety Skills and Basic Rescue Techniques. (continued)

B. Procedure

- Students practice turning over as follows: turn to the left, take a breath, rotate the head to the left, draw the right arm across the chest and the body will rotate in that direction.
- Students roll to a face down position in the water, extend and massage the affected muscle.
- Student rescuers lie flat and with their bodies anchored and braced, extend a hand, towel or pole to the victim.
- Students practice using various Personal Flotation Devices (PFD).

SESSION VIII. Artificial Respiration and Safety Information (at the school site).

A. Student Objectives

- To obtain basic information on artificial respiration.
- To develop safe behavior/actions.

B. Procedure

- Assist students in performing mouth to mouth resuscitation.
- Assist students in understanding the causes and prevention of aquatic accidents.

SESSION IX. Combined Skills I

A. Student Objectives

- To jump into deep water, level off, swim 15 yards using either the beginner stroke, the crawl stroke, or the combined stroke on the back.

SESSION IX. Combined Skills I (continued)

B. Procedure

- Assist students in attempting the skills required in Combined Skills I.

SESSION X. Combined Skills II

A. Student Objectives

- To jump into deep water, use the survival float for one minute, level off on front or back and swim 10 yards to safety.

B. Procedure

- Assist students in attempting the skills required in Combined Skills II.

ADVANCED BEGINNERS PROGRAM
OBJECTIVES

The objectives of the Advanced Beginners Program are to have students, upon successful completion of the advanced beginners program:

1. Bob in deep water 25 times.
2. Breathe rhythmically 20 times.
3. Maintain survival float (i.e. drownproofing) for two (2) minutes.
4. Crawl stroke for 25 yards.
5. Elementary backstroke for 25 yards.
6. Travel stroke for two (2) minutes.
7. Tread water for 30-45 seconds.
8. Perform standing front dive.
9. Swim underwater 10 to 15 feet.
10. Demonstrate artificial resuscitation.

SUGGESTED LESSON PLANS FOR ADVANCED BEGINNERS PROGRAM

SESSION I. Orientation (at the school site)

A. Student Objectives

- To learn the reasons for a water safety program.
- To learn safety rules.

B. Procedure

- Water safety instructor presentation/discussion.
- Set a positive tone. Present overview of water safety instruction that will take place at the pool. Have students identify water-related activities they participate in for recreation.
- Discuss what happens when a swimmer/non-swimmer finds himself/herself in trouble in the water.
- Explain and discuss pool rules and safety procedures (See page 4.)
- Set up and explain the "buddy system."

SESSION II. Breath Control

A. Student Objectives

- To bob in deep water 25 times.
- To breathe rhythmically 20 times.

B. Procedure

- Have students paired off with a partner. Facing each other and holding hands in chest deep water, one partner takes a breath, submerges, and exhales. When this student stands up to get a breath, the other student submerges and exhales.
- Have students stand in chest deep water, lean forward and place the side of the face in the water with the ear submerged. They then inhale quickly through the mouth and begin to exhale as the head rotates to the facedown position. Exhale slowly as the head reaches the facedown position and continue to exhale as the head rotates back to its original position. Another breath is taken and the cycle is repeated.

SESSION III. Survival Float

A. Student Objective

- To do a survival float for two (2) minutes.

B. Procedure

- Resting position. Students start with the lungs filled with air, hold their breath and let the arms and legs dangle. Their faces are in the water, with the tops of their heads at the surface. The students rest and float in a near vertical position for a few seconds. The breath should not be held to the point where the students become uncomfortable.

- Preparing to exhale, while maintaining this body position, the students slowly lift their arms in front of their shoulders to shoulder height. The legs slowly separate into position for a modified scissors kick.

- Exhalation. Exhalation begins as the chin is being lifted toward the surface and ends when the mouth clears the water.

- Inhalation. As soon as their heads are vertical and their mouths are clear of the water, the students slowly sweep their hands away from each other and bring their legs together. The easy pressing action of the arms and the legs keep the chin at the surface and allows the time for air to be breathed in through the mouth.

- Return to the Resting Position. The students allow their arms and legs to move back slowly to their free dangling positions with their faces down in the water and their bodies nearly vertical. They then relax. The students rest in this position until ready to exhale and then repeat the cycle.

SESSION IV. Coordinated Stroking

A. Student Objectives

- To crawl stroke for 25 yards.

- To elementary backstroke for 25 yards.

- To travel stroke for two (2) minutes.

B. Procedure

Crawl stroke

- Body position - horizontal, prone position
- Head - lifted and rotated to side
- Arms
  - recover over the water
  - bent arm recovery
  - pull must extend past waist
- Legs
  - straight leg kick
  - feet below surface
- Breathing - inhale when the arm on the breathing side is half way through its backward pressing action and exhale as the head rotates to a facedown position
- Coordination - breathing coordinated with arm action

Elementary backstroke

- Body position - horizontal, supine position
- Head - ears in the water with the face clear of the water
- Arms
  - pull simultaneously below the surface
  - recovery nearly simultaneously
  - push past waist
  - hands recover to head level
- Legs
  - knees may break surface
  - recover simultaneously
  - together during glide
- Breathing - inhale during recovery of arms and exhale during the glide
- Coordination
  - start the arm pull and kick nearly together
  - finish kick before arms finish their pull

Travel Stroke

- Body position - nearly vertical
- Head - slightly bent
- Arms - hanging down - draw hands to head and extend arms to the front
  - sweep the arms outward and backward to the thighs
- Legs - scissors kick as the arms extend to the front
- Breathing - inhale when the head is vertical and the mouth is clear of the water
- Coordination - inhalation, arm action and leg action will follow one another

SESSION V. Treading Water

A. Student Objectives

- To tread water for 30-45 seconds.
- To change positions and tread water.

B. Procedure

- Students lean forward from the waist, with the chin on the water, scull the water with the hands under the surface and kick simultaneously. Have the students strive for slow, easy movements.
- Students extend legs forward, lay head back until ears are in water. Reverse above procedures so that students can change positions from prone, or vertical, to back and vice versa.

SESSION VI. Standing Front Dive and Underwater Swim

A. Student Objectives

- To dive head first into water.
- To swim underwater for 10 to 15 feet.

B. Procedure

- Students sit on the edge of the pool, bends forward at the waist, the arms are extended, the upper arms pressing against the ears, the hands are together, take a breath and roll in.

- Students kneel on one knee at the edge of the pool, the arms are extended, the upper arms pressing against the ears, the hands together, take a breath and fall head first into the water.

- Students stand at the edge of the pool, bends forward at the waist, keeps the legs straight, the arms are extended, the upper arms pressing against the ears, the hands together, take a breath and fall head first into the water.

- Students push off from the side of the pool into a prone glide underwater, exhale slowly, slide the hands along the bottom and kick the legs for a short distance.

SESSION VII. Use of Personal Flotation Device (PFD)

A. Student Objectives

- To swim and float using a PFD.

- To jump into water wearing a PFD.

B. Procedure

- Students practice putting PFD on while floating in chest deep water.

- Students practice floating in prone, vertical and supine positions.

- Students practice swimming using PFD. Keep arms underwater at all times.

- Students jump from a slight elevation into water while wearing a PFD. Cross arms in front of PFD and grasp top edge of PFD before impact with water.

SESSION VIII. Artificial Respiration and Safety Information (at the school site)

A. Student Objectives

- To obtain basic information on artificial respiration.
- To develop safe behavior/actions.

B. Procedures

- Assist students in performing mouth to mouth resuscitation.
- Assist students in understanding the causes and prevention of aquatic accidents.

SESSION IX. Combined Skills I

A. Student Objectives

- To dive into deep water, surface and swim 20 to 25 yards using the crawl stroke.
- To dive into deep water, surface and swim 20 to 25 yards using the elementary backstroke.

B. Procedure

- Assist students in attempting the skills required in Combined Skills I.

SESSION X. Combined Skills II

A. Student Objectives

- To dive into deep water, swim at least three (3) but no more than four (4) body lengths underwater, surface and perform the travel stroke for two (2) minutes in deep water.

B. Procedure

- Assist students in attempting the skills required in Combined Skills II.

APPENDIX I

ACTIVITIES AND RESPONSIBILITIES CHART

Activities	Responsibilities			
	School	District	Vendor	Inter-Agency
1. Identify schools targeted for water safety instruction.		X		
2. Select and contract instructor(s) who will provide water safety instruction.	X	X	X	
3. Select and contract vendor who will provide student transportation.	X			
4. Select and reserve the pool and follow all rules and regulations governing the use of the pool.			X	X
5. Provide student permission forms and have completed forms on file.	X			
6. Provide quality instructors who meet safety and instructor's certificate requirements and will adhere to the guidelines for water safety instructors.			X	X
7. Provide required number of instructors and have them present at all times. (One instructor per 10 students recommended)			X	X
8. Maintain pupil accounting records and submit results to District Office.	X			
9. Summarize Instructor Evaluation Report (Appendix II), Time Sheet (Appendix III), School Evaluation Report (Appendix IV), and Performance Statistics (Appendix IV-A) and submit to the District Office.	X			
10. Provide students with personal Record of Learning showing student progress (Appendix III-A).	X			

APPENDIX II

INSTRUCTOR EVALUATION REPORT

Instructor _____ Date _____

Address _____ School District _____

Phone (Instr.) _____ School _____

Pool site _____

Person Submitting Report

_____ Student Ratio _____

1. Total number of students serviced ___ Number passed _____
2. Performance Statistics (see back of page)
3. Strengths of program

_____

_____

_____

4. Difficulties encountered

_____

_____

5. Comments

_____

_____

_____

_____

_____

_____

_____

_____

APPENDIX III

TIME SHEET

Instructor's Name _____

Address _____

Social Security Number _____

District _____

School _____

Pool _____

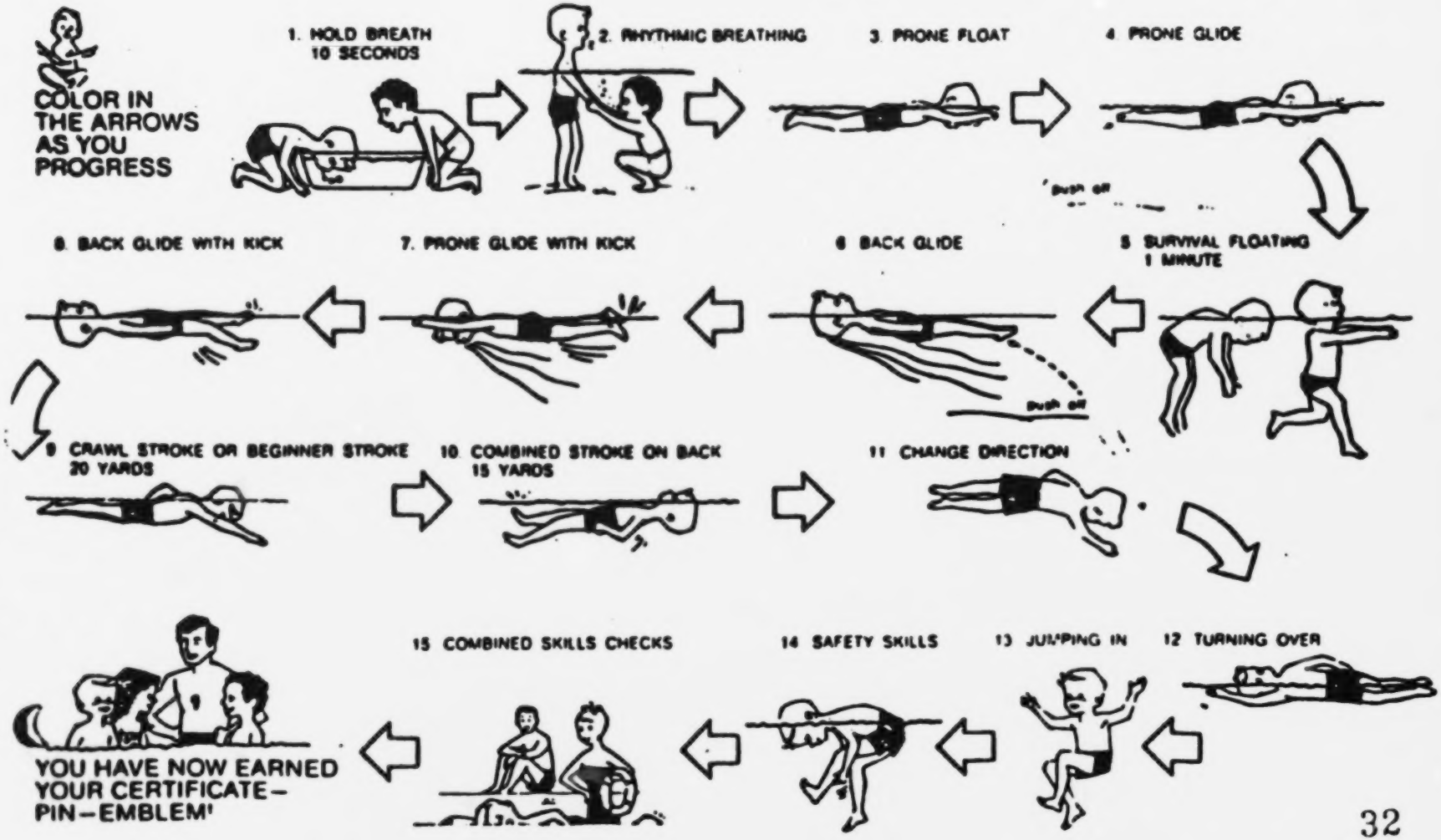
Person Submitting _____

Session	Date	Contract	C&C
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

*To be maintained by the classroom teacher and forwarded to the district office upon completion. When the instructor is on contract time (paid by DOE), place a check in the contract column. When the instructor is on City and County time (paid by C&C), check in the C&C column.

APPENDIX III-A

STUDENT RECORD


COLOR IN THE ARROWS AS YOU PROGRESS
1. HOLD BREATH 10 SECONDS
2. RHYTHMIC BREATHING
3. PRONE FLOAT
4. PRONE GLIDE
5. SURVIVAL FLOATING 1 MINUTE
6. BACK GLIDE
7. PRONE GLIDE WITH KICK
8. BACK GLIDE WITH KICK
9. CRAWL STROKE OR BEGINNER STROKE 20 YARDS
10. COMBINED STROKE ON BACK 15 YARDS
11. CHANGE DIRECTION
12. TURNING OVER
13. JUMPING IN
14. SAFETY SKILLS
15. COMBINED SKILLS CHECKS
YOU HAVE NOW EARNED YOUR CERTIFICATE– PIN–EMBLEM!

APPENDIX IV

SCHOOL EVALUATION REPORT

School _____ Date _____

Person Submitting Report _____

Transportation vendor's name _____ No. of Classes _____

No. of Buses ___ Per Bus Rate ___ Per Student Transportation Cost ____

4th Grade Student Enrollment ____ Per Student Instruction Cost _____

No. of Student Participants _____ No. Passed Test: ____

1. Were the lessons adequate?

_____

2. Summary of strengths of program

_____

_____

3. Summary of difficulties encountered

_____

4. Recommendations for improving program

_____

_____

5. Other comments

_____

_____

_____

_____

_____

_____

APPENDIX IV-A

PERFORMANCE STATISTICS

Student's Name	Level Attained: Beginner	Advanced Beginner